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ABSTRACT

Presented are 1973-74 program objectives, related procedures and timelines, and a preliminary evaluation of an Ohio program for educable mentally retarded (EMR) pupils which has the following basic goals: the evaluation of various administrative models for providing instruction to EMR students, the development of curriculum based on measurable instructional objectives, and the development of an inservice education program for teachers of EMR students. Provided for each major goal are subgoals such as the establishment of 24 classes for each of five different models (learning center, selected education, half-day placement, mainstreaming, and other experimental situations). Charts detail procedures and timelines for each subgoal on a monthly basis from August 1973 through July 1974. A preliminary evaluation of project activities as of Spring 1973 is reported to have shown results such as completion of the first draft of sets of behavioral objectives and teaching strategies for use with handicapped students. (DB)

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ED 089522

EMR PROGRAM DEVELOPMENT

OHIO ESEA TITLE III

1973 - 1974

EC 061490

SUBMITTED BY:
MENTOR EXEMPTED VILLAGE SCHOOL DISTRICT
MENTOR, OHIO

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Introduction
by
Thomas Noffsinger, Director

This document is an abridgment of the original proposal for the ESEA Title III Project #45-73-418-2, "EMR Program Development." Appendices and budgets have been removed.

The major intent of this year is to carry on the activities indicated in the first six months of the project. Those activities revolve around the three basic goals of the project: 1) The evaluation of various administrative models for providing instruction to EMR students, 2) The development of curriculum based on measurable instructional objectives, 3) The development of an in-service education for teachers of EMR students.

Hundreds of teachers in the State of Ohio have been involved in this project. The measure of cooperation thus far is a beautiful commentary on the willingness of the educator to work together for the common good of all. It is anticipated that the huge amount of impact in the lives of our children thus far by this project is only a foretaste of the amount of good that will be done for handicapped children in [illegible].

Special appreciation is extended to the project staff:

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Mr. Frank Scott	Assistant Director
Mr. Tom Schied	Educational Consultant

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Mr. John Powers	Battelle Memorial Institute
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PROJECT DIRECTION -- NARRATIVE PER OBJECTIVE

Goal I The experimental classrooms for EMR students in Ohio will be evaluated and the Title III project will work with the Ohio Division of Special Education in establishing any additional models that are related to this project.

Objective 1.1 EMR Program Development personnel will work cooperatively with the Ohio Division of Special Education and local school districts in the establishment of classrooms representing five different models. A total of 120 classrooms, 24 per model, will be developed and operated during the 1973-74 school year (see Appendix A of the Guidelines for the Development of these classes).

The Coordinating Center and each Title III satellite coordinator will assist the Ohio Division of Special Education in procedural matters related to the implementation of the various experimental model classrooms. Those 120 classrooms involve five different models with approximately 24 classes per model. At the present time, it appears that there will be a higher proportion of learning center model classrooms and selected educational model classrooms. Therefore, one task this year would be to motivate school districts to work toward half-day placement models, mainstreaming models, and other experimental model situations where alternative methods of educating EMR students would be facilitated.

Objective 1.2 Data will be collected in the fall of 1973 and in the spring of 1974 to assess student growth in each of these model classrooms. Pre-testing will be done with Group B of the 500 students representing the various models. Post testing will be done on Group A of the 500 students representing the various models.

As is indicated in the previous proposal, two groups have been selected representing 500 students in Group A and 500 students in Group B.

Group A was post tested in the spring of 1973; Group B will be pre-tested in September of 1973 and Group A, again, will be post tested in the spring of 1974. This will provide 12 month student growth for Group A. It will provide nine months, a full school year, growth for the various models which A and B represent. In the fall of 1974, Group B will, again, be pre-tested. This will represent a 12 month time-span for their testing period. The Metropolitan Achievement Test, the Ohio Special Achievement Inventory, the Self-Attitude Scale will be the three basic testing materials for the pre/post basis. In addition, other evaluation is listed under the following objectives.

Objective 1.3 Title III Satellite Coordinators will continue to gather descriptive data on the various models using the Observational System for Instructional Analysis and will assist in the training of EMR supervisors so that they, too, can gather data in the various models during this school year.

The use of the Observational System for Instructional Analysis has been a very effective way to systematically observe in the various models. As coordinators have observed, they noted specific likenesses and differences between the models. These, of course, will be described in our evaluation of this spring's activities. As a result of this spring phase of observation, several hypotheses will be formulated, random samples of classrooms and students will be gathered, and observations will be done by the coordinators. Later in the year, coordinators will begin to work with EMR supervisors using this instrument. A three-day workshop will be held in February, during which time Drs. Hough and Duncan will work with the EMR supervisors who are connected with the various experimental models, training them to use this Observational System. Title III coordinators will assist during that workshop and will, then, follow up with spring observations with their EMR supervisors in the various model classrooms. This year's data, then, should give a very complete description of the inter-action processees in these model classrooms.

Objective 1.4 During the fall of 1973, the Business Manager and related research assistants will do a cost effective analysis on a sample of 30 classes utilizing the project financial forms, in an attempt to relate cost data to student progress.

Research will be needed, again, to describe the cost related to various models and to, then, relate that cost to achievement - the measure of success of a particular classroom. Thirty classes will be selected in this fall of 1973 and an additional 30 during the spring of 1974. This, again, will be enough research to get a very complete picture of the costs of these particular models. In the sample taken during the spring of 1973, though giving a great deal of information which will be reported in the evaluation, does not give enough to look at regional differences in the various models, or levels of classrooms, such as primary through senior high.

Objective 1.5 The Multi-Dimensional Attitude Scale on Mental Retardation (MASMR) will be given to randomly selected teachers, principals and other personnal related to the model classrooms during the school year to assess the attitudes of various personnel towards students in these model classrooms.

The Multi-Dimensional Attitude Scale will be used again in the fall and in the spring to look at attitude change in teachers who are working in experimental models. A revision of this scale will take place during the summer and will incorporate the criticisms and constructive comments that have been made in this spring's use of that scale.

Objective 1.6 The Coordinating Center, Title III coordinators, and local EMR supervisors will assist in the evaluation of the program model classrooms with the use of questionnaires and related information gathering instruments and the dissemination of information regarding the project.

The coordinators will assist local school districts and EMR supervisors with questionnaires and informal inventories relating to the opinions of people and to other achievement data which each school district may wish to collect regarding particular classrooms. Most of this information will be gathered at the State Division of Special Education for tabulation and reporting. That report will also be included in the evaluation by this project. The dissemination procedures involve the monthly newsletters, other printed materials, community and professional speeches, and project meetings.

Goal II The instructional objective volumes will be refined and related materials prepared for the development of EMR curriculum.

Objective 2.1 During the fall of 1973, the current draft of behavioral objectives will be disseminated for field testing to at least 1,000 teachers of EMR students in regions of Ohio not currently served by the project.

The continuation of the dissemination of the behavioral objectives will be a major objective of the coming year. Although the objectives were disseminated to various instructional resource centers, model classroom teachers, and other EMR personnel across the State, there is a continuing need to work with these teachers in in-service education.

During the proposed year, this will be primarily done through instructional resource center personnel and EMR supervisors. However, the coordinators will assist them through the training kit and the periodic review of the success of that kit in each of the 15 instructional resource center areas in the State. There are approximately 400 sets of the objectives disseminated throughout the State with 15 notebooks per set of objectives. This makes a considerable number of notebooks for use. Theoretically, there are 6,000 notebooks and approximately 5,500 teachers of EMR students. It is possible, therefore, for every teacher in the State of Ohio to have access to a notebook, and hopefully, then to the minimum of the 10 hours of in-service education through the instructional resource center network in-service programming.

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A small group of these teachers will continue to develop the behavioral objectives which will outline, therefore, a curriculum structure for the training of these students. The training sessions will basically be conducted by the Title III coordinators and resource consultants from various universities and teacher training in public school programs dealing with these low incidence handicapped students. An attempt will be made at the conclusion of this year's project, to consolidate these objectives and develop a curriculum package which is unique to the various handicaps.

Objective 2.4 Using the current draft of behavioral objectives as a resource, EMR teachers in Ohio will be contracted to develop curriculum for the EMR student in several major areas. Fifty teachers will develop units of instruction based on the behavioral objectives. Twenty teachers will develop assessment inventories related to the behavioral objectives. Twenty teachers will develop criterion referenced tests related to the behavioral objectives. Twenty teachers will develop materials and instructional worksheets related to the behavioral objectives. All of this material will be coordinated by the Title III coordinators and presented in the spring of 1974 in draft form in preparation for the development of EMR curriculum during the third year of the project.

Using the behavioral objectives that have been created in this project, selected teachers and EMR supervisors will be contracted to write units of instruction. This will be coordinated through the Satellites so that the units developed will compliment each other and will be shared through all satellites. The major procedures will involve the writing sessions by teachers for units of instruction developed around those objectives. In the spring, those units will be disseminated and field tested by various teachers in the satellite regions and in the EMR models projects.

Accompanying those units will be a series of criterion referenced tests. These will be in the format of approximately 15 to 30 questions per unit of instruction so that a unit would include a criterion referenced test pre and post assessment of some sort. These tests probably would not take paper and pencil format but might reflect criterion objectives at the application level as well as check lists of skill attainment. In addition to these units of instruction and criterion referenced tests, teachers will be contacted to develop the instructional materials which parallel or compliment instructional strategies for the behavioral objectives. These materials could well fit into the units of instruction but might, in fact, simply be there for particular clusters of objectives.

Basic expenditures will revolve around the reimbursement of teachers for this task in the purchase of instructional materials needed to develop the units, to develop the tests, to develop the materials which would accompany these instructional packages.

Objective 2.5 The EMR teachers in experimental models will provide regular feedback to the field testing forms to the Title III coordinators and Coordinating Center concerning teaching strategies, revisions needed, and the sequence of changes of the current draft of objectives during the fall of 1973 and the spring of 1974.

This entire year will be an attempt to consolidate feedback information from both field test teachers and experimental models teachers and those teachers of those low incidence handicapped areas regarding the adequacy of the objectives regarding the information needed to change the format of the curriculum package.

Major decisions will be made in the spring of 1974 as to the format for curriculum and curriculum dissemination in the following year. At the present time, this year would be seen basically as a revision of the objectives into more formalized curriculum with the printing of that curriculum being the basic objective of the 1974-75 school year, or in other words, the third year of this three-year project.

Goal III The University Committee and Title III coordinators will develop a coordinated teacher education in-service program so that the instructional objective teaching strategies can be incorporated throughout the State of Ohio.

Objective 3.1 After developing a system of teacher training university committees made up of university representatives from approved major State university departments of special education and Title III satellite coordinators, a process of interaction between the Committees and the school systems with model classrooms will be established to create a set of statements describing competencies needed by teachers:

to successfully teach in the various EMR experimental models,

of regular classrooms receiving EMR pupils,

generic to all the models.

3.11a - 3.11c and 3.12a These procedures will be used to create a University Committee of representatives from the nine major State universities in Ohio with approved teacher education programs in special education in their Colleges of Education. The deans and department chairmen of these colleges will be invited to participate in the September planning session to help them understand the involvement their representatives will have in the project, and to understand the structure of the system being created. They will also be invited to participate in the regional demonstrations to be held in each satellite center, when the total dissemination system will be displayed.

Through these procedures the deans and department chairmen will be familiar with the system and can elect to explore its application to pre-service education in their colleges.

3.12b and 3.13a The purpose for these procedures is to inform the university representatives about:

the general structure of the dissemination system,

the purpose and procedures of the contract work,

the project's time line structure for the year.

Also, the university representatives and satellite coordinators will identify and organize communication structures for areas of mutual service to the 120 model's teachers, thus creating area University Committees.

3.12c and 3.12d These procedures will create lines of communication between the University Committees and the models teachers in their area to facilitate the work of the Committees in other procedures. The Committees will contract with at least 10 models teachers in their area to assist in testing sample modules for the Competency-Based In-service Teacher Training (CBITT) component of the System.

3.12e This procedure will provide the University Committees the opportunity to see the total Dissemination System in operation by providing an on-going program using the System in in-service teacher training; and, if the local university college of education elects to adapt the System to pre-service education of teachers, the opportunity to see it used in the pre-service education of special education teachers.

3.14a and 3.14b These procedures will enable the University Committees to refine the teacher competencies list developed in the previous project year. They will provide a refined set of competencies from which other procedures will be developed. In addition, they will disseminate this information to all those involved in the project for their reference in improving the teaching in the models.

Objective 3.2 After creating the set of statements describing competencies needed by teachers, the teacher training university committees will develop and implement a series of Competency-Based Teacher Training (CBTT) instructional modules for in-service training of the staff of the model classrooms designed to assess improved teacher performance by measuring desired changes in pupil performance.

3.21a - 3.21c These procedures will enable the University Committees to contract to develop Computer-Based Resource Unit (CBRU) elements for teacher competencies. These CBRU elements will consist of up to 30 competency components, 150 behavioral objectives, 100 measurement devices and procedures, and 300 instructional activities.

3.21d and 3.21e In this procedure, the CBRU Center will receive the teacher competency CBRU elements from the University Committees and computerize them to enable the Dissemination System to produce CBRU's on teacher competencies for use by IRC coordinators, EMR supervisors, for in-service teacher training and university instructors who elect to use them for pre-service teacher education. The CBRU Center will provide a complete recorded tape of the teacher competency CBRU elements to the project. The University Committees will receive payments for their work in developing the CBRU elements after the Review Committee has evaluated and approved them.

3.22a - 3.22d These procedures will be the process by which the University Committees will contract to create sample modules for Competency-Based In-service Teacher Training. These modules will be used in the pilot implementation phase in the development of the Dissemination System. The University Committees will draw upon the CBRU elements identified and listed to use in creating the modules. These elements will be organized into a set of modules for a selected competency. The modules should contain these six parts.

1. Objectives
2. Prerequisites
3. Pre-assessment
4. Instructional activities
5. Post assessment
6. Remediation activities*

The University Committees will receive payments for their work in developing the modules after the Review Committee has evaluated and approved them.

After the modules are approved, the University Committees will use them in conducting a CBITT program with at least 10 models teachers in their area to test the modules and to provide the pilot implementation of the Dissemination System.

Objective 3.3 After developing a State-wide system to disseminate a Competency-Based Teacher In-service Training Program (CBITT), at least one Title III satellite center will demonstrate how the total system will assist local resource personnel in improving the competencies of the teachers of the model classrooms.

3.31a - 3.31d In this procedure, the Project Director and Assistant Director will work with the staff of the Battelle Center for Improved Education to develop the total system design. This will include creating the overall structure to the system, and creating a System Description Aid to be used at the January Workshop and in the May Workshops. The general structure of the System will be explained at the September Planning Session. The total design will include linking the redesigned CBRU's that fit the terminal objectives of the PLP Curriculum Areas and the CBITT CBRU's to make possible true competency-based teacher training.

*Nagel, Thomas S. and Richman, Paul T. Competency-Based Instruction: A Strategy to Eliminate Failure. Charles S. Merrill Publishing Company, Columbus, Ohio, 1972.

3.31e - 3.31g These procedures will enable the Project Directors and the Battelle staff to pilot test the Dissemination System through the pilot implementation phase's use of the sample modules of CBITT created and implemented by the University Committees and the models' teachers.

3.31i and 3.31k These procedures will create a demonstration of the total Dissemination System to display for the university deans, department chairmen, university committees, PPDC directors, superintendents, IRC coordinators, and EMR supervisors how the System enables CBITT and adaptions to preservice competency-based teacher education (CBTE).

This demonstration will include:

1. The use of the System's computer data bank to identify criteria and assessment procedures to identify teacher competency needs.
2. The use of the System's computer data bank to identify resources to design CBITT instructional modules for workshops or individually designed teacher competency development.
3. The use of the System's computer data bank to identify criteria and assessment procedures for pupil development in the PLP curriculum areas.
4. The use of the System's computer data bank to design educational plans for instructing pupils in the PLP curriculum areas.
5. The use of the System's computer processing system to link teacher performance with pupil performance, and achieve a true competency evaluation of teacher performance, as measured by pupil performance.

3.32a - 3.32c These procedures are to enable the PPDC directors and the superintendents, that have model classrooms, to know about and understand the Dissemination System. They can then choose to have their EMR supervisors in their areas become involved in the planning sessions and workshops to learn about and how to use the System in their own work with the special education teachers in their area.

3.33a - 3.33d These procedures are noted, in detail, under another goal. The major purpose of these procedures is to obtain a refined set of terminal objectives for the 14 PLP areas to be used by the CBRU Center for recoding their resource units to correlate with the PLP areas.

3.34a These procedures will enable the CBRU Center staff to train the participants in the September Planning Session in the identification and organization of CBRU elements to create a data bank of these elements for use in the Dissemination System. This training will, not only enable participants to understand the elements, but also use the elements for CBRU's used in CBITT programs.

3.34b These procedures enable the Review Committee to evaluate the work of the University Committees as they conform to the needs of the Dissemination System in enabling the development of CBRU's for CBITT using educational plans designed for pupils from the PLP-CBRU's.

3.34c This procedure will enable the CBRU Center staff to train the workshop participants how to develop PLP-CBRU's from the newly designed system. This will prepare the participants to go to their own areas to train the models teachers to use the PLP-CBRU's in developing their educational plans for individual or groups of pupils.

GOAL I

Procedures and Timelines

1973

August	September	October	November	December	January
1.11 Finalize all 120 model classes					
1.21a Develop listing of classes and students	1.22 Select Group B (500 students)	1.24 Pre-test Group 3 OSAI, SAS, MAT		1.25 Enter data at Battelle	
1.21b Print tests	1.23 Train additional testers				
			1.31 One day training session for co-ordinators OSIA		1.33 Analysis of OSIA Data
			1.32 OSIA Observations →		
		1.41 Collect financial information on 30 models classes			
1.51 Revision of MASMR to be specific to EMR	1.52 Completion of MASMR by all new models teachers and related personnel				
1.61 Develop, produce, disseminate monthly newsletter →					

GOAL I (con't)

Procedures and Timelines

1974

February	March	April	May	June	July
1.12 Initiate proposals for 1974-75 school year			1.13 Collect local evaluation data		
			1.26 Post test Group A OSAI, SAS, MAT	1.27 Enter data at Battelle	1.28 Analysis and report of data
1.34 Train 40 supervisors of EMR models classes (3 days)	1.35 Title III Coordinators and supervisors of model classes →			1.36 Data analysis by Drs. Hough and Duncan	
		1.42 Collect financial information on 30 model classes		1.43 Enter data	1.44 Analysis of data
			1.53 Completion of MASMR by all persons who were involved in 1.52		1.54 Analysis of data Mentor Coordinating Center
→					
1.62 Develop questionnaire and informed assessment procedure					

GOAL II

Procedures and Timelines

1973

August	September	October	November	December	January
	2.11 One day training session with IRC and EMR supervisors on further use of the teacher training kit		2.12 Follow-up session with IRC personnel for revision of kit		
2.21 Contract with three university consultants to assist in the evaluation of curriculum revision based on field testing	2.23 Institute field testing on a programmed "block objectives" basis	→			2.24 Collect first round field testing
	2.31 Identify 50 teachers of EMR deaf, blind, crippled children - continue in-service education	→			
2.41 Develop work groups for unit development, CRT, assessment sheets, materials development	2.42 Conduct training programs for each development area	→			
2.51 Meeting of all models teachers and school staff	2.52 Local satellite meetings concerning field testing and writing curriculum	each month →			

GOAL II (con't)

Procedures and Timelines

1974

February	March	April	May	June	July
			2.13 Assessment of future dissemination of behavioral objectives	2.14 Major revision of the teacher training kit	
2.25 Institute second round of field testing	→	→	2.26 Collect field test data →	2.27 Analysis and report of first and second year result	
2.32 Disseminate behavioral objective curriculum to other low-incident programs in the State via IRC training programs	→	→			
2.43 Field test first drafts	→	→	2.43 con't. Revise and reprint products →	→	→
2.53 Mid-year meeting			2.54 End of year meeting of all models personnel		

GOAL III

Procedures and Timelines

1973

August	September	October	November	December	January
3.11a Obtain names of designated representatives to the project	3.11b September Planning Session				
3.12a Explain the projects objectives and obtain a commitment to participate in 1973-74	3.12b University Representatives September Planning Session	3.12c The University Teacher Education Committee will establish communication with the Title III Project classroom models in their areas	3.12d Develop procedures and contract for creating pilot training modules		
	3.13 Title III Coordinators and the University Representatives identify mutual service areas				
	3.14a The University Committees will survey the staff of the model classrooms, identifying needs and competencies	3.14b Report the survey results to the staff of the model classrooms and establish CBTT Programs			

GOAL III (con't)

Procedures and Timelines

1974

February	March	April	May	June	July
			3.11c Observe a demonstration of the dissemination system		
		3.12e One Title III Satellite center will implement the full-system demonstration phase			

GOAL III (con't)

Procedures and Timelines

1973

August	September	October	November	December	January
		3.21a Develop listings of Computer-Based Resourec Units elements (CBRU)	3.21b Complete the process of identifying CBRU elements for teacher competencies	3.21c Submit listing of teacher competency CBRU elements to the project Review Committee	3.21d The Buffalo CBRU Center will begin computerization of the teacher competency CBRU element
			3.22a Plan for the pilot implementation of sample module (or modules) based on CBRU elements	3.22b Submit sample modules for approval to the project Review Committee	3.22c Title III Coordinators and University Committees will implement approved CBTT programs with the staff of the model classrooms
3.31a Planning sessions with Battelle for the CBITT system	3.31b System planning will continue	3.31c Continue to plan the dissemination system	3.31d Complete the dissemination system design	3.31e Prepare plans for the pilot implementation phase of the dissemination	3.31f Conduct a one-day workshop to prepare the University Committees, PPDC Directors, IRC Coordinators, Supervisors, and models' classroom teachers for the pilot implementation phase

GOAL III (con't)

Procedures and Timelines

1974

February	March	April	May	June	July
	3.21e Complete the computerization of the teacher competency CBRU elements				
		3.22d The University Committees will terminate the pilot implementation phase			
3.31g Supervise the pilot implementation phase	3.31h Prepare the Title III Satellite center for the implementation of the total dissemination system	3.31i Supervise the total system dissemination demonstration		3.31j Supervise the termination of the total system demonstration	3.31k Battelle will process the evaluation data and the directors will prepare evaluation report on the total system demonstration

GOAL III (con't)

Procedures and Timelines

1973

August	September	October	November	December	January
3.32a Inform superintendents with model classrooms of the project's goals	3.32b Invite the PPDC directors and superintendents with model classrooms to attend the September Planning Session				
	3.33a Contract with EMR teachers to revise the set of PLP Terminal Objectives	3.33b Supervise the EMR teachers, revising the PLP Terminal Objectives	3.33c The EMR teachers will complete the revisions of the PLP Terminal Objectives 3.33d The revised PLP Terminal Objectives will be sent to CBRU Center in Buffalo to begin coding the CBRU resource units according to PLP Terminal Objectives	3.33e The final copies of the revised PLP Terminal Objectives will be received by the CBRU Center in Buffalo to complete the coding of the CBRU resource units according to the PLP Terminal Objectives	
		3.34a A three-day workshop for the University Committees, IRC Coordinators and EMR supervisors from the eight satellite centers' areas on the CBRU concept		3.34b The project review committee will conduct evaluations of the CBRU element listings submitted by the University Committees	3.34c Workshop giving instructions on the development of the instructional units from the CBRU units

GOAL III (con't)

Procedures and Timelines

1974

February	March	April	May	June	July
			3.32c The PPDC Directors and superintendents will be invited to observe the demonstration of the total system		
3.33f Battelle will receive from the Buffalo CBRU Center, the completed tape of the recording of CBRU Resource units					
		3.34d Review Committee will evaluate the modules which were tested			
				3.35 → The total dissemination system will be applied to the development of in-service teacher training workshops for models' teachers in Ohio	

GOAL I

SCHEDULE OF PROPOSED PROCEDURES SHOWING RECOMMENDED LEADERSHIP, PARTICIPANTS, DATES AND COSTS

PROCEDURE	DATE	RECOMMENDED LEADERSHIP	PARTICIPANTS	COSTS
1.11	August and September	Ohio Division of Special Education Coordinating Center	Local School Districts	
1.12	February	Ohio Division of Special Education Coordinating Center	Model Class Districts	
1.13	May	Satellite Centers EMR Supervisors Ohio Division of Special Education		
1.21	August and September	Coordinating Center Battelle	Directors	
1.21a	August and September	Coordinating Center	Director and Business Manager	30 kits $3,000.00 1200 protocols-$1,000.00
1.22	September	Coordinating Center	Director and Business Manager	
1.23	September 28	Battelle and one old tester	All new testers and one old tester from each region	15 testers x $40.00 $600.00
1.24	October	Coordinating Center Satellite Coordinators	Satellite Coordinators Testers	500 students x 3 hours per x $5.00 per hour = $7,500.00 MAT & SAS materials = $500.00
1.25	December	Battelle		*Total Battelle costs $39,211.00 (see attached letter

GOAL I (con't)

SCHEDULE OF PROPOSED PROCEDURES SHOWING RECOMMENDED LEADERSHIP, PARTICIPANTS, DATES AND COSTS

PROCEDURE	DATE	RECOMMENDED LEADERSHIP	PARTICIPANTS	COSTS
1.26	May	Coordinating Center Satellite Coordinators	Satellite Coordinators Testers	500 students x 3 hours per x $5.00 per hour = $7,500.00
1.27	June	Battelle	Battelle	
1.28	July	Battelle	Battelle	
1.31	November	Drs. Hough and Duncan Ohio State University	Coordinators	4 days x $100.00 per day = $400.00
1.32	November and December	Coordinating Center and Drs. Hough and Duncan	Coordinators and Model Classes	None
1.34	February 7, 8 & 9	Drs. Hough and Duncan	Coordinators and 40 EMR Supervisors	5 days x $100.00 per day = $500.00. Reimbursement of expenses for 40 participants not to exceed $25.00 per day; 3 days x $25.00 x 40 people $3,000.00. Rental of room - $200.00.
1.35	March - May	Coordinators	EMR Supervisors and Model Classes	None
1.36	June - July	Drs. Hough and Duncan		Analysis of data and report - $1,500.00
1.41	October	Coordinating Center	30 model classes (10 urban, 10 rural, 10 suburban) Research Assistants	Research Assistants cost not to exceed $50.00 per class x 30 classes = $1,500.00

GOAL I (con't)

SCHEDULE OF PROPOSED PROCEDURES SHOWING RECOMMENDED LEADERSHIP, PARTICIPANTS, DATES AND COSTS

PROCEDURE	DATE	RECOMMENDED LEADERSHIP	PARTICIPANTS	COSTS
1.42	April	Coordinating Center	30 Model Classes (10 urban, 10 rural, 10 suburban) Research Assistants	Research Assistants cost not to exceed $50.00 per class x 30 classes = $1,500.00
1.43	June	Battelle	Business Manager	Battelle Contract
1.44	July	Battelle	Business Manager	Battelle Contract
1.51	August	Coordinating Center	Director and Dr. Robert Harth	2 Days at $100.00 per day = $200.00
1.52	September	Coordinating Center	All new models teachers and personnel related to the models classroom	200 participants at $5.00 per person = $1,000.00. $200.00 Mentor Computer Time
1.53	May	Coordinating Center	All new models teachers and personnel related to the models classroom	200 participants at $5.00 per person = $1,000.00. $200.00 Mentor Computer Time
1.54	June	Coordinating Center	Director and Mentor Computer Director	Data Analysis - $200.00
1.55	August-July	Coordinating Center Satellite Centers	All project personnal	$200.00 per newsletter - 12 months = $2,400.00

GOAL II

SCHEDULE OF PROPOSED PROCEDURES SHOWING RECOMMENDED LEADERSHIP, PARTICIPANTS, DATES AND COSTS

PROCEDURE	DATE	RECOMMENDED LEADERSHIP	PARTICIPANTS	COSTS
2.11	September 21	Satellite Coordinators	IRC Directors, EMR Supervisors	Reimbursement for travel not to exceed $10.00 per participant x 50 participants - $500.00
2.12	November 30	Satellite Coordinators	IRC Directors, EMR Supervisors	Reimbursement for travel not to exceed $10.00 per participant x 50 participants - $500.00
2.13	May	Title III personnel Ohio Division of Special Education		
2.14	June	Satellite Coordinators & Coordinating Center		
2.21	August & September	Coordinating Center	Three University consultants expert in learning areas - reading, writing, arithmetic	Five consultants x $100.00 per day x 10 days each - $5,000.00
2.23	September October	Coordinating Center	Models Teachers Satellite Coordinators	120 models teachers x $10.00 per meeting x 6 meetings - $7,200.00
2.24	January	Coordinating Center	Battelle	Original Contract
2.25	February - May	Coordinating Center	Models teachers	120 teachers x $10.00 per meeting x 6 meetings - $7,200.00
2.26	May	Coordinating Center	Satellite Coordinators Battelle	Battelle Contract

GOAL II (con't)

SCHEDULE OF PROPOSED PROCEDURES SHOWING RECOMMENDED LEADERSHIP, PARTICIPANTS, DATES AND COSTS

PROCEDURE	DATE	RECOMMENDED LEADERSHIP	PARTICIPANTS	COSTS
2.27	June, July	Battelle	Satellite Coordinators Battelle	Battelle Contract
2.31	September - January	Coordinating Center Satellite Centers Division of Special Education	50 teachers of EMR low incident handicapped	Printing of materials and dissemination - $2,000.00
2.32	February - June	Satellite Coordinators and IRC Coordinators		
2.41	September - January	Coordinating Center and Satellite Centers	100 key teachers and supervisors in each satellite area	
2.42	September - January	Satellite Coordinators	Above teachers	Costs would vary on a performance contract basis, depending on the product and amount of work. Total amount not to exceed $600.00 per project x 22 projects - $13,200.00
2.43	January - June	Satellite Coordinators		Field test costs are part of the performance contract
2.51	August 31	Coordinating Center	Models teachers - EMR Supervisors Satellite Coordinators	Rental - $150.00
2.52	September - June	Satellite Coordinators	Contracted teachers	None

GOAL II (con't)

SCHEDULE OF PROPOSED PROCEDURES SHOWING RECOMMENDED LEADERSHIP, PARTICIPANTS, DATES AND COSTS

PROCEDURE	DATE	RECOMMENDED LEADERSHIP	PARTICIPANTS	COSTS
2.27	June, July	Battelle	Satellite Coordinators Battelle	Battelle Contract
2.31	September - January	Coordinating Center Satellite Centers Division of Special Education	50 teachers of EMR low incident handicapped	Printing of materials and dissemination - $2,000.00
2.32	February - June	Satellite Coordinators and IRC Coordinators		
2.41	September - January	Coordinating Center and Satellite Centers	100 key teachers and supervisors in each satellite area	
2.42	September - January	Satellite Coordinators	Above teachers	Costs would vary on a performance contract basis, depending on the product and amount of work. Total amount not to exceed $600.00 per project x 22 projects - $13,200.00
2.43	January - June	Satellite Coordinators		Field test costs are part of the performance contract
2.51	August 31	Coordinating Center	Models teachers - EMR Supervisors Satellite Coordinators	Rental - $150.00
2.52	September - June	Satellite Coordinators	Contracted teachers	None

GOAL III

SCHEDULE OF PROPOSED PROCEDURES SHOWING RECOMMENDED LEADERSHIP, PARTICIPANTS, DATES AND COSTS

PROCEDURES	DATE	RECOMMENDED LEADERSHIP	PARTICIPANTS	COSTS
3.11a	August 15	Coordinating Center	Project Assistant Director	
3.11b	September 14	Coordinating Center	9 Deans of Colleges of Education // 9 Chairmen of Special Education	Reimburse university personnel for expenses 18 people x $50.00 = $900.00 - rental - $100.00
3.11c	May	Coordinating Center Battelle Center	9 Deans of Colleges of Education // 9 Chairmen of Departments of Special Education	None
3.12a	August 15	Coordinating Center	Project Assistant Director	
3.12b	September 14	Coordinating Center	9 University Representatives	Reimburse university personnel for expenses 9 people x $50.00 = $450.00
3.12c	October 1	University Representatives Satellite Coordinators	9 University Representatives // 8 Satellite Coordinators	None
3.12d	November 15	University Representatives	9 University Representatives // 90 model classroom teachers	None
3.12e	April	Coordinating Center Battelle Center	9 University Representatives	None

GOAL III (con't)

SCHEDULE OF PROPOSED PROCEDURES SHOWING RECOMMENDED LEADERSHIP, PARTICIPANTS, DATES AND COSTS

PROCEDURE	DATE	RECOMMENDED LEADERSHIP	PARTICIPANTS	COSTS
3.13a	September 14	University Representatives Satellite Coordinators	9 University Representatives 8 Satellite Coordinators 9 Deans of Colleges of Education 9 Chairmen of Departments of Special Education	Included in 3.11b and 3.12a
3.14a	September 30	University Representatives Satellite Coordinators	9 University Representatives 8 Satellite Coordinators	None
3.14b	October	Coordinating Center	Project Assistant Director	Office Resources
3.21a	October	University Representatives	9 University Representatives and contracted staff	9 Computer-Based Resource Unit (CBRU) $600.00 = $5,400.00 Development of Resource Unit
3.21b	November	University Representatives	9 University Representatives and contracted staff	Included in 3.21a
3.21c	December 14	Coordinating Center	Dr. Kenneth Cross State University College Buffalo, New York Dr. Gordon Bianchi State University College Buffalo, New York	9 competency sets x 2 people x $50.00 per set = $900.00
3.21d 3.21e	January 2 March 31	Buffalo CBRU Center	Buffalo CBRU Center Staff	9 teacher competencies x $1,800.00 = $16,200 1 recorded computer tape = $700.00 (teacher train tape)

GOAL III (con't)

SCHEDULE OF PROPOSED PROCEDURES SHOWING RECOMMENDED LEADERSHIP, PARTICIPANTS, DATES AND COSTS

PROCEDURES	DATE	RECOMMENDED LEADERSHIP	PARTICIPANTS	COSTS
3.22a	November 15	University Representatives Coordinating Center	9 University Representatives and contracted staff Project Assistant Director	9 Sample Competency-Based Teacher Training Modules x $400.00 = $3,600.00
3.22b	December 15	Coordinating Center	The Review Committee as listed in 3.3d2	Included in 3.3d2
3.22c	January 14	University Representatives	University Representatives	Part of contracts in 3.12d and 3.22a
3.22d	April 26	Coordinating Center	Satellite Coordinators Project Assistant Director 120 Model Classroom teachers	None
3.22e	October	Coordinating Center	Coordinating Center Satellite Coordinators	Printing of brochure $1,000.00
3.31a 3.31b 3.31c 3.31d	August September October November	Coordinating Center Battelle Center	Project Director Project Assistant Director Battelle Staff	Total Battelle contract $4,000.00 per month x 9 months = $36,000.00
3.31e	December	Coordinating Center Battelle Center	Project Director Project Assistant Director Battelle Staff	Battelle Contract
3.31f	January	Coordinating Center Battelle Center	Project Director Project Assistant Director Battelle Staff University Representatives IRC Coordinators PPDC Directors Satellite Coordinators 80 EMR Supervisors	Reimburse university personnel for expenses 9 people x $50.00 = $450.00 Rental = $100.00 System description aid development $1,000.00

GOAL III (con't)

SCHEDULE OF PROPOSED PROCEDURES
SHOWING RECOMMENDED LEADERSHIP,
PARTICIPANTS, DATES AND COSTS

PROCEDURES	DATE	RECOMMENDED LEADERSHIP	PARTICIPANTS	COSTS +
3.31g	February March	Coordinating Center Battelle Center	Project Director Project Assistant Director Battelle Staff University Representatives	Rental of office machines, computer terminal and computer not to exceed $330 per month
3.31h	April	Coordinating Center Battelle Center	Project Director Project Assistant Director Battelle Staff One Satellite Coordinator One University Representative 10 Models' Teachers	Rental of equipment not to exceed $560 per month. Wats line services, 1 month = $130.00
3.31i	May	Coordinating Center Battelle Center	Project Director Project Assistant Director Battelle Staff 9 Deans of Universities 9 Chairmen of Departments of Special Education 8 Satellite Coordinators 10 IRC Coordinators 80 EMR Supervisors 120 Models' Teachers	Rental of office machines not to exceed $650. Wats line services, 1 month = $130.
3.31j 3.31k	June July	Coordinating Center Battelle Center	Project Director Project Assistant Director Battelle Staff	Rental of office machines not to exceed $585 per month. Wats line services, 2 months = $260.
3.32a	August 15	Coordinating Center	Project Director	

GOAL III (con't)

SCHEDULE OF PROPOSED PROCEDURES
SHOWING RECOMMENDED LEADERSHIP,
PARTICIPANTS, DATES AND COSTS

PROCEDURES	DATE	RECOMMENDED LEADERSHIP	PARTICIPANTS	COSTS
3.32b	September	Coordinating Center	Project Assistant Director	None
3.32c	May	Coordinating Center	PPDC Directors Superintendents	None
3.33a 3.33b 3.33c	September 14 October November	Satellite Coordinators	8 Satellite Coordinators	
3.33d 3.33e	November December	Coordinating Center	Project Director Project Assistant Director Buffalo CBRU Center Staff	Buffalo CBRU unit coding contract = $3,500.
3.33f	February	Coordinating Center	Project Director Project Assistant Director Buffalo CBRU Center Staff	Purchase of one recorded computer tape from CBRU Center = $700.
3.34a	October	Coordinating Center Dr. Kenneth Cross State University Buffalo, New York	Project Director Project Assistant Director Dr. Kenneth Cross, State University, Buffalo, New York CBRU staff member, State University, Buffalo, New York Battelle Staff 9 University Representatives 8 Satellite Coordinators 80 EMR Supervisors 10 IRC Coordinators	CBRU Center contract to conduct workshop 3 days x 2 not to exceed $135 per = $800 - Reimburse expenses of university personnel, 9 people x 3 days not to exceed $25 per = $675.

GOAL III (con't)

SCHEDULE OF PROPOSED PROCEDURES SHOWING RECOMMENDED LEADERSHIP, PARTICIPANTS, DATES AND COSTS

PROCEDURE	DATE	RECOMMENDED LEADERSHIP	PARTICIPANTS	COSTS
3.34b	December	Coordinating Center	Project Assistant Director Dr. Edward Meyen University of Kansas Mr. Rubin Altman University of Missouri	$50 per unit x 9 units x 2 consultants = $900.
3.34c	January 14	Coordinating Center	Project Director Project Assistant Director Battelle Staff	
3.34d	April	Coordinating Center	Project Assistant Director Dr. Edward Meyen University of Kansas Mr. Rubin Altman University of Missouri Dr. Kenneth Cross State University College Buffalo, New York Dr. Gordon Bianchi State University College Buffalo, New York	Performance contract each per review 9 sample modules $100. x 4 people = $400.
3.35	June July	Coordinating Center	Project Director Project Assistant Director 8 Satellite Coordinators 9 University Representatives 120 Models' Teachers	To be funded from other sources

PRELIMINARY EVALUATION OF SPRING

FEBRUARY - MAY, 1973

II . EVALUATION OF PROJECT ACTIVITIES

Goal 1: The experimental models developed by this project in the first two years will be evaluated and additional models will be created.

Objective 1.1 With the assistance of the Ohio Division of Special Education, 40 additional classrooms (30 in urban areas, 10 at the secondary level in rural or suburban areas) will be developed and started by the fall of 1973.

The project has cooperated this entire spring, with the Ohio Division of Special Education in implementing the final draft of the proposal guidelines (those may be found in Appendix A).

The guidelines and proposal applications and the evaluation of projects for classrooms for last year have been submitted through the Title III project through each local satellite coordinator, to the Coordinating Center and have been sent on to the Division of Special Education.

At the present time, this spring, we have initiated an additional 27 classes (see Table 1). We have, therefore, met this objective for the current spring and are working, as indicated through the proposal application and acceptance procedure, with the Division of Special Education to have going, by September, 120 of these 126 classes.

Proposals will be accepted from every school district in Ohio who wish to submit a proposal. Those that fit the criteria as outlined in these guidelines will be approved through the Division of Special Education. These will be the classes with which we work next year. We expect, at this time, that there will be about 90% overlap in classes next fall that have been involved in this project year. Therefore, we will have comparable students in classes and will be able to get pre/post data as indicated when we test these students.

Objective 1.2 Spring, 1973, post testing will be done on a random sample of students (500 total) in each type of existing model utilizing the Ohio Special Achievement Inventory, the Peabody Individual Achievement Test, the Metropolitan Achievement Test, and the measure of self worth.

During this spring, we have selected classrooms and students which represent the various models, both urban, rural and suburban areas of Ohio. We have trained 15 testers and they have post tested these students using the Ohio Special Achievement Inventory. That post testing will be completed in May and data will be sent to Battelle, the results will be analyzed in June and July and will be forthcoming in the Battelle report. These 500 students represent all models and are post test scores of 500 students who were involved in the pre-testing earlier this year. Only in 100 students was the Peabody Individual Achievement Test used, and these 100 students are connected with Objective 1.4, the A & P Testing.

The post test on the Metropolitan Achievement testing was eliminated from the design by the project director's decision late this spring because of the unusual press of post testing that was done on classes.

It was deemed through process evaluation feedback from the Advisory Board to the Coordinating Center that model classroom teachers were more than inundated with testing. Therefore, it was not wise to ask them to do post testing with the Metropolitan Achievement Tests in addition to all of the other evaluation. The measure of self worth as indicated in this objective, has been given to the 500 students. The measure chosen for this is a scale called the Self Attitude Scale. It was also administered by the testers who did the OSAI testing and we have data being entered into Battelle on 500 students in various program models. Again, analysis of all this data that will be done this summer and results will come out in the end-of-the year evaluation during the fall of 1973.

Objective 1.3 Title III Coordinators will administer the Observational System for Instructional Analysis in 40 randomly selected models (five each) for a total observation time of one hour per class (six 10 minute segments during the month of April, 1973).

After an extensive training program, conducted by Drs. Hough and Duncan of the Ohio State University, seven satellite coordinators and one IRC coordinator were trained in the system of classroom interaction known as the Observational System for Instructional Analysis (OSIA). The experimental design was created and observations were carried out during the month of April and part of May. Data for these classes and individual students has been collected and has been forwarded to Drs. Hough and Duncan and, as per their contract with the project, they will analyze the data and report back to us in July. This will provide a great deal of descriptive information concerning the instructional process of those models.

Objective 1.4 Qualified personnel will administer the test battery, Differential Factor System (D.F.S.) identified in the ESEA Title III Assessment and Placement Project (A & P Project) to a group of students (780) randomly selected from the spring, 1973 post test students (objective 1.2) and from other classes of students throughout the State of Ohio.

Since February, the EMR models project and the State-wide A & P Project have been coordinating the efforts of the testing for students into a consolidated system of data analysis and data interpretation. Testers have given the A & P battery to approximately 100 students throughout the State. These EMR students have been involved in programs models and data analysis will be conducted through Battelle Research Institute this summer. The additional 680 students which were not part of the model classes have also been receiving the battery of tests.

Objective 1.5 School personnel (teachers, principals, janitors) in the buildings housing the experimental models will fill out the Multi-Dimensional Attitude Scale on Mental Retardation (MASMR) during March, 1973.

Three hundred copies of the MASMR have been distributed, completed and returned to the Coordinating Center. They are presently being analyzed and will be reported in the summer evaluation.

Objective 1.6 During the spring of 1973, financial data will be gathered on a random sample of 30 classes utilizing the Program Models Financial Forms.

This information, again, will come out after it is analyzed through the Battelle research system this summer.

Objective 1.7 During the summer of 1973, the Ohio Special Achievement Inventory will undergo minor revisions based on the 1972-73 data.

Since this objective deals with the summer of 1973 activities, we obviously have not completed it, at this point. However, the process is set up, the proposal has been given to the Coordinating Center from the Battelle Research Institute, the Coordinating Center and selected satellite centers will have representation in that achievement inventory revision and it will be based on input throughout this entire year and the post testing that has been going on in May with that instrument. It is anticipated that a small revision will be needed this summer; however, there is a budget item in this proposal for next year's activities related to the revision of that instrument and the printing of the copies of that instrument.

Objective 1.8 During the spring of 1973, data will be entered and analyzed in the Battelle Data Bank on the model classes previously mentioned. An interim report will be made by August 30, 1973, indicating the major results of the first school year.

This process of entering data to the Battelle Institute has been on-going this spring, and we look forward to a major report after the completion of this grant-award year.

Goal 2: The behavioral objectives will be refined and disseminated through field testing by teachers of handicapped children in Ohio.

Objective 2.1 During the spring and fall of 1973, the sections of the current draft of behavioral objectives will be disseminated for field testing to at least 1,000 teachers of EMR students in regions of Ohio not currently served by the project.

We are, at this time, well on our way to meeting this objective. We have created a teacher training kit, a copy of which has been delivered to the Ohio ESEA Title III office. The kit includes 30 participant workbooks and an instructor's manual which contains five modules of instruction related to our behavioral objectives. It contains two filmstrips and a third one which will be added this summer. These filmstrips basically are an introduction to the Title III Project, a detailed analysis of the field test process and examples of implementation of behavioral objectives curriculum in the EMR models projects throughout the State. Thirty kits, such as this, have been disseminated this spring; one to each of 15 Special Education Instructional Resource Centers throughout the State, one to each of the nine major university programs as indicated in Goal #3 of this proposal, a copy to the Division of Special Education, and a copy to the Department of Education.

This teacher training kit was taken to each IRC center in the State of Ohio which has not been one of the regional Title III satellite areas over the past two years. A one-day workshop was held with each of those seven IRC center coordinators and selected personnel of that region including EMR supervisors and other administrators who would be involved with teacher training efforts in that local area.

The kit was left at the IRC center; at least five complete sets of behavioral objectives have been given to each of those centers, and they then began in-service education with EMR teachers in their region. The actual feedback, regarding the numbers of EMR teachers involved this spring, has not been collected as of this time. It is anticipated that that information will be coming in by the middle of June. However, preliminary information indicates that in at least three of the seven IRC centers major workshops were on-going in the month of May and many EMR teachers were being introduced to the behavioral objectives through this kit. This objective will, of course, continue next fall so that we feel certain that at least 1,000 EMR teachers will be introduced to these behavioral objectives and will be using them in their classroom. Throughout this spring, the 12[illegible] classes that are being used as experimental models have been involved in field testing the objectives. Field test forms are coming in and will be entered into the Battelle computer program for objectives in reading, writing and arithmetic areas of the curriculum. The major analysis of these objectives and the mental ages at which EMR students can pass these objectives is being analyzed. The project will continue this summer to consolidate this information; we will continue field testing in next year's project.

Objective 2.2 The EMR teachers in experimental models will provide regular feedback through the field testing forms to the Title III coordinators and Coordinating Center concerning teaching strategies, revision needed, and sequence changes of the current draft of objectives during the spring and fall of 1973.

All teachers have been field testing objectives. The data sheets have been collected and will be forwarded to Battelle for processing. In addition, many EMR teachers who have been involved in the past are continuing to field test and record the information on objectives in reading, writing, and arithmetic. Satellite coordinators have been collecting comments regarding needed changes and many of those are reflected in the objectives for the next grant period included in this proposal.

Objective 2,3 One hundred additional teachers will be contracted to write objectives during 1973 in the areas indicated, by the field testing procedure, as major gaps.

During the spring, 115 teachers have been involved in additional training and writing in the use of behavioral objectives and in face validity check of the objectives which have been printed for dissemination by this project (see Table 2). This number of teachers has begun to develop objectives in areas indicated as gap areas in the current sets of objectives. Those areas which have been identified as gap areas are areas dealing with younger EMR children and those areas dealing specifically with vocational training of EMR children. The beginning, therefore, of additional curriculum in those two areas has been made.

In addition to this number of teachers who were reimbursed, many teachers were involved on a non-reimbursement basis. The total number will be listed in the first year evaluation.

Table 2

Reimbursed Teacher Involvement

Spring, 1973

Satellite	Models	Early EMR	EMR Deaf	EMR Blind	EMR Crippled	EMR Vo Ed	Total
Akron	18			4	10	4	36
Hamilton	20	4			7	7	38
Louisville	18	6		10		5	39
Mentor	16		11				27
Toledo	13	6				10	29
Trumbull	12		10	4	2		28
Tuscarawas	19		10		5		34
Totals	116	16	31	18	24	26	231

Objective 2.4 Fifty teachers of handicapped children, other than EMR, will be contracted to field test behavioral objectives and provide feedback to the Coordinating Center about by generalizability to their type of child.

Sixty-six teachers have been involved; teachers of EMR blind, deaf, and crippled children in the State. They have received the 10 hour workshop and have been involved in face validity checks of behavioral objectives. Preliminary feedback indicates that the objectives in their entirety, are applicable for these EMR students with multiple handicaps.

Objective 2.5 Fifty teachers of other types of handicapped children will be contracted to write behavioral objectives and teaching strategies in areas unique to their handicap during 1973.

Sixty-six teachers, in whether EMR children or multiple handicaps including deaf, blind, and crippled EMR children have begun to, and have completed the first draft of sets of behavioral objectives which can be a foundation for curriculum for these students. This first draft is being consolidated, at the present time, by a committee coordinator who is a Title III satellite coordinator in charge of that specific multiple handicapped area. Copies of that information will be included in the final evaluation of this grant period. This is part of the work that has been done, representing the Akron teachers of EMR crippled and EMR blind.

Objective 2.6 The field test data will be organized in a manner during 1973 so that a major revision of the current set of objectives can take place during the winter of 1975 and the spring of 1976.

The field test information has been fed through an elaborate evaluation system in this project. Local EMR teachers provide information to their supervisors and to the Title III coordinators regarding the validity of the objectives and the effect of those objectives for their students. This information has been brought to the State-wide Advisory Board and forwarded on to the Coordinating Center. Through this process, we have gained a good understanding of the needs for revision of the objectives that have been created in the past project. This process will continue in the fall of 1973. Preliminary information indicates that the major EMR curriculum development project is needed beginning first with a revision of the objectives into content general objectives (identified as terminal objectives in our sets), and the continued addition to that package of supplementary materials for the use of EMR teachers. A major emphasis on development of units of instruction has also been indicated. This entire package, then, will go through a revision in the 1973-74 school year so that by the end of the 1974-75 school year, the entire EMR curriculum package will be available for dissemination. This is seen as a major project direction which has evolved out of this objective as a result of field test information.

Goal 3: Develop a coordinated teacher education in-service program so that the behavioral objective teaching strategies can be incorporated throughout the State of Ohio.

Objective 2.1 Develop a teacher education committee of special education personnel who will implement programs of on-going direct interaction between the eight major State university departments of special education and the Title III project in their area during the spring of 1973.

During the spring, the project has been responsible for the development of this special education committee. Many members are listed below.

Dr. Ronald Smith	Bowling Green State University
Dr. Jerald Etienne	University of Cincinnati
Dr. John Jacobs	Kent State University
Dr. Jacques Robinson	Kent State University
Dr. Calvin Anderson	Ohio State University
Miss Amy Allen	Ohio University
Mr. Jack L. Loschert	Wright State University
Dr. Jack Dunsing	Youngstown State University
Mrs. Ruth Roberts	University of Akron
Dr. Marnell Hayes	University of Toledo
Mrs. Marion Stroud	Akron Satellite Center
Mr. Gus Hanges	Hamilton Satellite Center
Mr. Ted Doll	Louisville Satellite Center
Miss Judy McCracken	Mentor Exempted Village Satellite Center
Mr. Mike Westbay	Toledo Satellite Center
Mr. William Hyde	Trumbull County Satellite Center
Dr. Leon Force	Tuscarawas Satellite Center
Mr. Jacque Cross	Division of Special Education Representative
Mr. James Daiker	University Committee Chairman

This committee has met on a monthly basis since the beginning of this project and has produced several pertinent pieces of information related to a role and function of the committee that has been agreed upon by the chairman of each Department of Special Education at the universities. In addition, the committee has involved themselves in several education procedures this spring to inform them of the purpose of competency based teacher education systems. This has involved an elaborate series of readings, discussion groups, and two in-service education programs involving Dr. Edward Meyen, national consultant from the University of Kansas. Permissions have been granted from each of the nine major universities represented by the dean of the college of education and/or the department chairman for the involvement of these people.

Objective 3.2 The Title III coordinators and the university staff will identify mutual service areas where university staff can assist program model teachers and vice versa during the spring of 1973.

Local Title III coordinators and the university representatives have identified several areas of mutual service need. These are: 1) involving the university person in the program model classes, 2) involving the university personnel in the development of research designs to assist in spin-off projects related to the models classes, 3) involving the Title III coordinators in educational programs related to behavioral objectives and instructional methodology for students of the university programs.

Objective 3.3 The Title III coordinators will assist those universities who wish to develop modules of instruction utilizing behavioral objective strategies and the use of the existing objectives.

The Title III coordinators have developed a teacher training kit which is being utilized by the coordinators to help assist the university personnel in the instruction of behavioral objective strategies for in-service education. Requests have come from four of the nine major universities to have the Title III project become directly involved in in-service education to the university staffs. However, it has been indicated to these staffs at the universities that these activities are not within the scope of Title III and that any educational process for their university staff must go on within the confines of in-service education to public school educators. This would involve their staff helping teachers in the field in in-service education. Programs that reflect this priority are being planned at the present time for continuation for next year. The University Committee members were designated by the chairman of the Department of Special Education in each of those universities. They, in general, represent the leading personnel in the EMR section of that department. The nine major universities were chosen because of a major program commitment to the training of teachers of EMR children. This selection of nine universities came from the Ohio Division of Special Education Planning Document of 1969 and 1970 in which the universities were listed as the major teacher training universities in the State. Subsequently, other universities in the State have expressed desire to be part of this committee; however, at the present time, there is no effort to involve more than the nine major university programs.

Objective 3.4 During the spring and summer of 1973, the Title III coordinators and teacher education committees will develop a series of training sessions to identify the specific competencies needed by teachers to successfully teach in the various EMR experimental model settings.

This will be completed after the summer training sessions.

Objective 3.5 Conduct three training sessions for the teacher education committee during the spring of 1973 on the topic of teacher competencies so that that committee can coordinate summer workshops on the topic.

During the spring, this committee, under the direction of Mr. Daiker, has initiated two proposals for summer training institutes under ESEA Title VI-D funds. At the present time, there is indication that both of these proposals have been approved for funding contingent upon receipt of monies to the Ohio State Department of Education. The two funding fiscal agents for these projects are Mentor Public Schools and Montgomery County Public Schools. Each summer institute will involve 20 models teachers or other teachers related to the EMR models classrooms so that a total of 120 teachers will be involved. University personnel will work through the stated two modules of instruction in addition, they will introduce the beginning of modules of instruction that will be completed in next year's project.

Objective 3.6 After the completion of the summer training programs, the teacher training committee will assist in the consolidation of data and identification of future training needs.

Obviously, this objective will not be attained until the summer institutes have been held. It is anticipated that the University Committee will continue in next year's project. In fact, the reader is referred to Goal #3 of this proposal for a very elaborate development as a result of the work of this committee of a system of in-service education based on teacher competencies and based on modules of instruction.

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